



During the seventh-grade year, students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to identify their own areas of reading interest. They begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 7.1.1 Identify and understand idioms and comparisons — such as analogies, metaphors, and similes — in prose and poetry.
- Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*
 - Analogies: comparisons of the similar aspects of two different things
 - Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.*
 - Similes: comparisons that use “like” or “as,” such as *The stars were like a million diamonds in the sky.*
- 7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).
- Example: Analyze the roots, prefixes, and suffixes to understand words, such as *microscope*, *microphone*, and *microbe*.
- 7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
- Example: Use the text to clarify the meaning of the word *pickle* in the sentence *Apply the pickle, an acid solution, to the metal surface.*



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.

Structural Features of Informational and Technical Materials

7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).

7.2.2 Locate information by using a variety of consumer and public documents.

Example: Choose a radio or watch to purchase, based on a *Consumer Reports* review of different radios or watches. Then, compare advertisements from different stores to decide which store is offering the best price.

7.2.3 Analyze text that uses the cause-and-effect organizational pattern.

Example: Use a comparison chart, such as a T-chart, to illustrate causes and effects.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

Example: Read articles on a current world event or topic in such magazines as *Time* and *Newsweek*. Compare and contrast how writers from their respective publications develop an editorial position on the same event. Read articles and biographies about a cultural or historical figure who demonstrated world influence (such as *Mother Teresa: A Complete Authorized Biography* by Kathryn Spink about the Albanian nun's mission work in India, or *Mozart: A Cultural Biography* by Robert W. Gutman about the Austrian composer) and identify the author's prevailing point of view of his or her biographical subject.

7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual.

Example: Follow the directions for setting a digital watch or clock.

7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

7.2.8 Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.

7.2.9 Identify problems with an author's figures of speech and faulty logic or reasoning.



Expository (Informational) Critique

- 7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
- Example:** React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as *Lives of the Writers* by Kathleen Krull.
- 7.2.10 Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

- 7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.
- Example:** Describe a short story as a piece of prose fiction usually under 10,000 words and provide an example, such as "The Night the Bed Fell" by James Thurber. Describe a novel as a prose narrative of considerable length and provide an example, such as *The Westing Game* by Ellen Raskin. Describe a novella as a short novel and provide an example, such as Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*. Describe an essay as a short piece of writing on one subject or theme and provide an example, such as E.B. White's "Farewell to Model T."

Analysis of Grade-Level-Appropriate Literary Text

- 7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.
- Example:** While reading the short story "Charles" by Shirley Jackson, recognize the foreshadowing of events to come as the behavior of the character Charles begins to change.
- 7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- Example:** Describe the main character, a Chinese emperor, in Ray Bradbury's short story "The Flying Machine" and other characters' reactions as they fail to understand the miracle of one of his subject's new flying invention. Use examples of their thoughts, words, and actions to support the description.



- 7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.

Example: Analyze the theme of overcoming obstacles that is present in the novel *Captains Courageous* by Rudyard Kipling.

- 7.3.5 Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.

- First person: the narrator tells the story from the “I” perspective.
- Third person: the narrator tells the story from an outside perspective.
- Limited narration: the narrator does not know all thoughts of all characters.
- Omniscient narration: the narrator knows all thoughts of all characters.
- Subjective: the point of view involves a personal perspective.
- Objective: the point of view is from a distanced, informational perspective, as in a news report.

Example: Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme of the book, and explain how this might have been changed had the story been told from the point of view of another character or from an all-knowing narrator.

- 7.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.

- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
- Imagery: the use of language to create vivid pictures in the reader’s mind.
- Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

- 7.3.8 Analyze the influence of the setting on the problem and its resolution.

- 7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

Literary Criticism

- 7.3.6 Compare reviews of literary works and determine what influenced the reviewer.

Example: Compare multiple reviews of the same book, such as *The Yearling* by Marjorie Kinnan Rawlings, *Souder* by William Armstrong, *The Monsters Are Due on Maple Street* by Rod Serling, or *And Then There Were None* by Agatha Christie. Decide what, in each book, seemed to influence the reviewer.



Standard 4

WRITING: Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

- 7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.
- 7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

Research Process and Technology

- 7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials.

The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

7.5.1 Write biographical or autobiographical compositions that:

- develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view.
- develop complex major and minor characters and a definite setting.
- use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

Example: Write successive drafts of a two- or three-page humorous story about *Something Fishy Is Cooking in the Kitchen*, including an engaging opening; dialogue between characters; and descriptive details about the setting, plot, and characters.

7.5.2 Write responses to literature that:

- develop interpretations that show careful reading, understanding, and insight.
- organize interpretations around several clear ideas, premises, or images from the literary work.
- support statements with evidence from the text.

Example: After reading Mark Twain's *Adventures of Tom Sawyer* and Theodore Taylor's *The Cay*, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.

7.5.4 Write persuasive compositions that:

- state a clear position or perspective in support of a proposition or proposal.
- describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.
- anticipate and address reader concerns and counterarguments.

Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).



- 7.5.5 Write summaries of reading materials that:
- include the main ideas and most significant details.
 - use the student's own words, except for quotations.
 - reflect underlying meaning, not just the superficial details.

Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.

- 7.5.6 Use varied word choices to make writing interesting and more precise.

Example: Write stories, reports, and letters using a variety of word choices. (Use *conversed* or *conferred* instead of *talked*.)

- 7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the speaker would have to say.

Research Application

- 7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
 - demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
 - demonstrates that sources have been evaluated for accuracy, bias, and credibility.
 - organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: After completing library or Internet research, write a report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources. Prepare an oral report on a man or woman who contributed significantly to science and technology, such as Marie Curie (chemistry and medicine), Alexander Graham Bell (telephone), Thomas Edison (electricity), Nikola Tesla (electrical engineering), or Rosalyn Yalow (medicine).



WRITING: English Language Conventions

Students write using Standard English conventions appropriate to the grade level.

Sentence Structure

- 7.6.1 Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.
- Clear: *She left the book, which she bought at the bookstore, on the table.*
 - Unclear: *She left the book on the table, which she bought at the bookstore.*
 - Active voice: *The man called the dog.*
 - Passive voice: *The dog was called by the man.*
- 7.6.10 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.

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Grammar

- 7.6.2 Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).
- 7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.
- Clear: *Chris said to Jacob, “You will become a great musician.”*
 - Confusing: *Chris told Jacob that he would become a great musician.*
- 7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.
- 7.6.5 Demonstrate appropriate English usage (such as pronoun reference).

Punctuation

- 7.6.6 Identify and correctly use hyphens (—), dashes (—), brackets ([]), and semicolons (;).
- 7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.

Capitalization

- 7.6.8 Use correct capitalization.

Spelling

- 7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 7.7.1 Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 7.7.2 Determine the speaker's attitude toward the subject.

Organization and Delivery of Oral Communication

- 7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.
- 7.7.5 Use speaking techniques — including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact — for effective presentations.

Analysis and Evaluation of Oral and Media Communications

- 7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- 7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.

Speaking Applications

- 7.7.8 Deliver narrative presentations that:
 - establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view.
 - describe major and minor characters and a definite setting.
 - use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.
- 7.7.12 Deliver descriptive presentations that:
 - establish a clear point of view on the subject of the presentation.
 - establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
 - contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.



- 7.7.9 Deliver oral summaries of articles and books that:
- include the main ideas and the most significant details.
 - state ideas in own words, except for when quoted directly from sources.
 - demonstrate a complete understanding of sources, not just superficial details.
- 7.7.10 Deliver research presentations that:
- pose relevant and concise questions about the topic.
 - provide accurate information on the topic.
 - include evidence generated through the formal research process, including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries.
 - cite reference sources appropriately.
- 7.7.11 Deliver persuasive presentations that:
- state a clear position in support of an argument or proposal.
 - describe the points in support of the proposal and include supporting evidence.